

## **Impact of COVID-19 on University Supervision and Programme Accreditation in Nigerian Universities**

**Chinwuba Mary Adanna**

Department of Education, University of Abuja  
mary.ndukuba@gmail.com

**OLAOYE, Abiodun Emmanuel**

Department of Curriculum & Instructional Technology, School of Education, Federal College of Education Katsina  
olaoyeemmanuel4@gmail.com

**Isah Yakubu**

Isahyakubu61@gmail.com

**Abstract:** The study assessed the impact of COVID-19 lock down on universities supervision and programme accreditation in the Nigerian universities using North east zone as case study. Survey research design was adopted for the study. The population of the study was made up of all the academic staff in the study area of North East Nigeria. Simple random sampling technique was employed to select 200 academic staffers in four public universities in the study area which was used as study sample. A self-developed questionnaire was designed called (Perception of Academic Staff on Impact of COVID-19 on universities supervision and programme accreditation Questionnaire” (PASIUSPAQ). The instrument was subjected to reliability test using the split- half estimated method to ascertain the internal consistency of the instrument. The reliability estimate for the subscale and the full test ranged from 0.59 to 0.76, which shows that they were valid. Data collected was analyzed by ANOVA. The result showed that COVID-19 lock down affected universities supervision in Nigeria. The result also revealed that COVID-19 lock down affected programme accreditation in Nigerian universities. Based on this findings, the study recommended adoption of e-supervision and e-programme accreditation by the respective institutions in charge of universities supervision and accreditation in Nigeria.

**Keywords:** COVID-19, Universities supervision, Programme accreditation.

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### **Introduction**

The outbreak of COVID-19 in year 2019 across the globe led to various government including Nigeria to lock down the public and private institutions to curtail the spreading of the various. The close down of educational institutions in Nigeria affected all educational institutions especially the universities. COVID-19 pandemic and school closed down have affected educational institution worldwide (Aeron, 2020; Alassar, Elshafiye, 2020; Aljazeera, 2020). In Nigeria, the COVID-19 pandemic that led to lock down of all government and private institutions affected educational institutions more according to Elabiyi, &Adenola 2020; Ogunode, Ireogbe& ABashi.2020; Nuhu, 2020; Simon, & Hans 2020; and UNESCO, 2020a).

Specifically in Nigeria, Aiyedun (2020); Ogunode, Ndubuisi &Terfa (2021); Olatunde-Aiyedun, Timilehin & Ogunode (2021); Ohiosumua & Ogunode (2021)submitted that COVID-19

impacted negatively on the early child education in Nigeria. The paper concluded that early child education programme was suspended during the COVID-19 lock down. Aiyedun & Ogunode (2020) also concluded that the COVID-19 affected the teaching programme, learning programme and of primary schools in some part of Nigeria.

In the area of educational planning, Ogunode, Jegede, Audu & Samuel (2021) and Ogunode, Eyiolorunse-Aiyedun, & Olatunde-Aiyedun, (2021) discovered that COVID-19 affected the planning of education during the lock down. UNICEF (2021) reported that the pandemic have resulted to high rate of school dropout in Nigeria. COVID-19 pandemic that led to school closure also affected the administration of primary schools in Nigeria according to (Ogunode & Jegede 2021).

The school closure caused by the COVID-19 pandemic in Nigeria also affected the students (Raaper & Brown, 2020) and the private school teachers negatively (Ogunode 2020d). School administrators were affected by the pandemic (Johnson, Veletsianos & Seaman, 2020). The pandemic in Nigeria that resulted to school clock down affected monitoring and evaluation programme of educational institutions in Nigeria. Dahir, & Ogunode (2021); Nganga (2021) and Global Expansion (2020) and Jacob & Mukhtar (2021) observed that COVID-19 affected the funding of education and state universities in North East Nigeria while Akin-Ibidiran, Ogunode & Akinbusoye, (2021) submitted that the pandemic affected teaching and learning of Economics in secondary schools in Nigeria..

Ogunode (2020b) did a study and the result showed that 100% of the respondents agreed that COVID-19 pandemic have led to the suspension of academic calendar, research programme and suspension of community service of higher institutions in of higher institutions in FCT, Abuja, Nigeria. COVID-19 in Nigerian educational institutions affected funding, led to shortage of manpower, disruption of teaching programme, disruption of research programme, disruption of academic calendar and affected students learning (Olatunde-Aiyedun, Ogunode, & Ohiosumua 2021; Osiesi 2021 and Olatunde-Aiyedun, Ogunode & Eyiolorunse-Aiyedun, 2021).

Jegede (2020), also carried out a study to find out the perception of undergraduate students on the impact of covid-19 pandemic on higher education development in Federal Capital Territory, Abuja, Nigeria. This study discovered that 100% of the respondents agreed that Covid-19 pandemic affected the academic calendar of higher institutions; affected implementation of higher institutions financial budget for 2020; has reduced manpower in higher institutions and led to cancelation of academic conferences of higher institutions. School closures in response to the COVID-19 pandemic have shed a light on numerous issues affecting access to education, as well as broader socio-economic issues (UNESCO, 2020). Ogunode (2020c) conducted a study is to examine the impact of Covid-19 pandemic school close down on the research programme of higher institutions in Abuja, Nigeria. The study revealed that Covid-19 pandemic school closure have impacted the research program of higher institutions; affected the flow of international research grants into higher institutions in FCT, affected government funding of research higher institutions and impacted positively on community services programme where by universities created awereness to the general public on prevention of Covid-19.

Ogunode (2020d) did a study to investigate the effects of COVID-19 Schools close down on the senior secondary school academic programme. The study led to the following conclusion that COVID-19 Schools close down affected academic programme of Senior Secondary Schools; led to suspension of internal and external examinations reduction in investment on education; suspension of teaching and learning in Schools; affected the academic calendar of senior secondary schools and suspension of all extra-curriculum activities in Senior Secondary Schools.

Owusu-Fordjour, Koomson, & Hanson (2019) and Muhammad (2021) carried out research on COVID-19 and discovered it affected student learning programme and academic performance. Ogunode, (2020a) carried out a study on impact of COVID-19 on private schools in Gwagwalada area council of FCT, Nigeria. The resulted collected showed that COVID-19 Pandemic has impacted negatively on private school finances and led to retrenchment of staff in

private school.

The study also indicated that COVID-19 government intervention funds did not get to private schools proprietors and majorities of proprietress of private schools in Gwagwalada area council have not been able to pay their staff for the past two months of the COVID-19 pandemic. From above literature review, it is cleared that there are no research on the impact of COVID-19 lock down on university supervision and programme accreditation in the Nigerian universities. It is based on this research gap, that this study examines the impact of COVID-19 lock down on universities supervision and programme accreditation in Nigeria universities.

The purpose of this study was to assess the impact of COVID-19 lock down on universities supervision and programme accreditation in Nigeria universities: Specifically, the purpose of the study was to find out:

1. to assess the impact of COVID-19 lock down on universities supervision in Nigeria;
2. to identify the impact of COVID-19 lock down on programme accreditation of Nigerian universities.

Based on the above objectives of the study, the following hypotheses was developed to guide the study;

**Hypothesis One:** There is no significant impact on COVID-19 lock down and Universities Supervision in Nigeria.

**Hypothesis Two:** There is no significant impact on COVID-19 lock down and programme accreditation in Nigerian Universities.

Nigeria recorded its first imported case on 27 February, Nigeria, 2020. The cases started increasing after a week leading to the government of Nigeria directed the close down of all public and private institutions which included the educational institutions. The directive led to closed down of all educational institutions in Nigeria especially the universities. This closure affected all the activities and programme of the universities. The universities supervision and programme accreditation is critical for the sustainability of the universities. It is important to assess the impact of the COVID-19 on universities supervision and programme accreditation in Nigeria. This study however assess the impact of COVID-19 lock down on universities supervision and programme accreditation in the Nigerian universities using North east zone as case study.

## **METHODOLOGY**

Survey research design was adopted for the study. The population of the study was made up of all the academic staff in the study area of North East Nigeria. The academic staffers were chosen as the population of the study because it was assumed that they were all affected by the COVID-19 lock down. Simple random sampling technique was employed to select 200 academic staffers in four public universities in the study area which was used as study sample. A self-developed questionnaire was designed called (Perception of Academic Staff on Impact of COVID-19 on universities supervision and programme accreditation Questionnaire" (PASIUSPAQ). The Questionnaire was divided into two section. Section A seeks information on bio-data information of the respondents while section two was meant to collected information on the subject matter of the study. The instrument questionnaire was subjected to reliability test using the split- half estimated method to ascertain the internal consistency of the instrument. The reliability estimate for the subscale and the full test ranged from 0.59 to 0.76, which shows that they were valid. Data collected was analyzed by ANOVA.

## **ANALYSIS OF DATA AND RESULT**

The data obtained for the study were analyzed using ANOVA

**Hypothesis One:** There is no significant impact on COVID-19 lock down and Universities Supervision in Nigeria.

**Hypothesis Two:** There is no significant on impact of COVID-19 lock down and programme accreditation in Nigerian Universities.

**TABLE 1: One-way ANOVA summary of impact of COVID-19 on University Supervision.**

Impact of COVID-19 on Universities Supervision	N	X	DS
Low	20	64.36	7.67
Moderate	135	66.71	9.17
High	45	72.42	7.63
Total 200		65.95	7.81
Source of Variation	SS	Df	MS
Between Groups	879.303	2	439.651
Within Groups	26900.	153	357
Total	2779.456	359	

$P < 0.05$ ,  $df = 2, 269$ , Critical F-value = 3.00

The result of the analysis in Table 1 shows that there is a significant impact on COVID-19 lock down and universities supervision. That is, as indicated on the result, the F-value was found to be higher than the critical F-value of 3.00 for 2,269 degrees of freedom at 0.05 level of significance. Therefore, the null hypothesis is rejected and the alternate research hypothesis retained. The finding pointed out that COVID-19 lock down affected universities supervision in Nigeria.

**TABLE 2: One-way ANOVA summary of COVID-19 on Programme Accreditation in Nigerian Universities**

Impact of COVID-19 on Universities Supervision	N	X	DS
Low	22	61.29	8.65
Moderate	130	66.71	8.19
High	48	71.44	7.59
Total 200		66.94	7.92
Source of Variation	SS	Df	MS
Between Groups	887.312	2	439.651
Within Groups	25912.	155	367
Total	2779.456	359	

$P < 0.05$ ,  $df = 2, 448$ , Critical F-value = 3.00

The result of the analysis in Table 2 shows that there is a significant impact on COVID-19 lock down and programme accreditation in Nigerian universities. That is, as indicated on the result, the F-value was found to be higher than the critical F-value of 3.00 for 2,448 degrees of freedom at 0.05 level of significance. Therefore, the null hypothesis is rejected and the alternate research hypothesis retained. The result reveals that COVID-19 lock down affected programme accreditation in Nigerian universities.

## **DISCUSSION OF MAJOR FINDINGS**

The purpose of this study was to assess the impact of COVID-19 lock down on universities supervision and programme accreditation in Nigeria universities in North East zone of Nigeria: Specifically, the purpose of the study was to find out: to assess the impact of COVID-19 lock down on universities supervision in Nigeria and to identify the impact of COVID-19 lock down on programme accreditation of Nigerian universities.

The result collected on table one revealed that there is a significant impact on COVID-19 lock down and universities supervision implying that COVID-19 lock down affected universities supervision in Nigeria. The COVID-19 lock down impacted negatively on the universities supervision. Due to closure, all planned supervision programme and activities aimed to improve the quality of universities education were suspended. This finding is in line with the discovered of Ogunode (2020b) that found out that COVID-19 affected activities in the Nigerian higher institutions. Submitted that during COVID-19 all academic activities and research activities were shut down.

Result from table two also disclosed that there is a significant impact on COVID-19 lock down and programme accreditation in Nigerian universities. This means that that COVID-19 lock down affected programme accreditation in Nigerian universities. During the COVID-19 lock down, all activities and programme meant for programme accreditation across the universities in Nigeria were suspended. The result collaborated the submission of Olatunde–Aiyedun, Ogunode, & Ohiosumua 2021; Olatunde-Aiyedun, Ogunode & Eyiolorunse-Aiyedun, 2021 and Elabiyi, &Adenola (2020) who concluded that COVID-19 pandemic in Nigeria led to the suspension of teaching and research programme and other activities of the universities.

## **CONCLUSION**

The conclusion drawn in this study was that the COVID-19 lock down in Nigeria affected the supervision of the universities and also led to suspension of programme accreditation in the universities.

## **RECOMMENDATIONS**

Based on tis findings, the paper recommended the following;

1. The various agencies in charge of universities supervision and the universities should be equipped with ICT facilities to enable them carry out e-supervision.
2. The government should ensure ICT capacity programme for both supervisory staffers and universities staffers to enable them use the ICT facilities for e-supervision and e-programme accreditation.

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